Pupil premium strategy statement 20 - 21

School overview

Metric	Data
School name	The Oratory R.C. Primary and Nursery School
Pupils in school	222
Proportion of disadvantaged pupils	81 PP Sept 20 – March 21 95 PP April 21 – July 21
Pupil premium allocation this academic year	63, 551 Sept 20 – March 21 53,239 April 21 – July 21 116,790 Total
Academic year or years covered by statement	September 20 – July 2021
Publish date	September 2020 (Revised April 2021)
Review date	September 2021
Statement authorised by	Clare Dickinson
Pupil premium lead	Clare Dickinson
Governor lead	Carol Parkinson

Disadvantaged pupil progress scores for academic year (2019)

Measure	Score
Reading	-2.4
Writing	-2.3
Maths	1

Disadvantaged pupil performance overview

Measure	2019	2018	National (All) 2019
Meeting expected standard at KS2 (R, W, M)	50%	47%	65%
Achieving high standard at KS2 (R, W, M)	8%	3%	11%
Achieving expected standard in Reading KS2	58%	71%	73%
Achieving expected standard in Writing KS2	67%	59%	78%
Achieving expected standard in Maths KS2	83%	59%	79%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	65% + combined for R, W + M
Achieving high standard at KS2	11%+ combined R, W, + M

Measure	Activity
Priority 1	**Oral Language – whole school approach** 1. Maintain high-quality language rich environments 2. Implement Wellcomm in EYFS 3. Planning and teaching focus: explicit strategies for modelling and extending vocabulary e.g. careful selection of language to be taught - high frequency and common exception words in differing contexts, increased opportunities to practise using previously learnt and new uplifted vocabulary.
Priority 2	**Phonics** 1. Implementation of revised phonic programme and interventions in EYFS, KS1 and those in KS2 requiring additional support. 2. Audit Bug Club (phonics and reading) identify replacement stock in EYFS + KS1 in addition to new resources for KS2. 3. Ensure all staff receive full training, support and supervision.
Priority 3	**Reading** 1. Purchase high quality fiction and non-fiction books (class libraries, phase libraries, core class texts) selected to enhance our curriculum drivers and compliment writing genres. 2. Embed shared reading strategies Y2 - Y6 in class and 1-1 reading for lowest attainers. 3. Ensure staff receive training, support and supervision in supporting additional needs and higher prior attainers to make good progress.
Priority 4	1. Quality first teaching ensuring explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies.
Barriers to learning these priorities address	The above priorities address: • limited development of speaking, listening and wider understanding of language as a result of lockdown in addition to increase of EAL children and low level oracy skills of our native English speakers; • weaknesses in early reading ability and support our children's potential to make accelerated progress throughout the school; • accessibility, high expectations and challenge for all groups; • staff using evidence-based whole-class teaching interventions; • gap between disadvantaged and all pupils in attaining the expected standard in R, W + M at the end of KS2 is closed.

Projected spending	75,000	Staffing
	6,000	Bug Club and high-quality fiction and non-fiction

Teaching priorities for current academic year

Aim	Target	Target date
Attainment and Progress in Reading	Ensure attainment and progress for disadvantaged children and all pupils in KS2 Reading are above national Averages (19). Increase proportion of pupils meeting higher standard in KS2.	Summer 2021
Attainment and Progress in Writing	Ensure attainment and progress for disadvantaged children and all pupils in KS2 Reading are above national Averages (19). Increase proportion of pupils meeting higher standard in KS2.	Summer 2021
Attainment and Progress in Mathematics	Ensure attainment and progress for disadvantaged children and all pupils in KS2 Reading are above national Averages (19). Increase proportion of pupils meeting higher standard in KS2.	Summer 2021
Attainment in Phonics	Achieve above national average (19) expected standard in PSC in Y1 and Y2	Autumn 2020 Summer 2021
Pastoral Care	Provide emotional, social and mental health support to staff, pupils and families following the return to school after lockdown.	Ongoing from September 20

Targeted academic support for current academic year

Measure	Activity
Priority 1	Small group support for phonics EYFS and KS1.
Priority 2	Pre-tutoring target pupils extracts and vocabulary in shared reading, KS1 and 2 1-1 reading support – whole school
Priority 3	Small group maths interventions for disadvantaged falling behind age-related expectations in Y2, Y3 and Y4.
Barriers to learning these priorities address	1. Fluency in reading. 2. Encourages wider reading at home for and support for parents and carers re. strategies.

	3. Supports children who do not read or do not read regularly at home at home. 4. Provides catch-up in maths.
Projected spending	£20,000 Staffing

Wider strategies for current academic year

Measure	Activity
Priority 1	Reach Psychology provide well-being and mental health support for staff, pupils and their families. E.g. counselling, teaching strategies, signposting families and consultancy for pupils with additional needs.
Priority	Educational Psychologist support.
Priority 2	Music Lessons – Cello and Violin
Priority 3	now>press>play an immersive audio resource that engages pupils in the curriculum through emotion, imagination and movement.
Barriers to learning these priorities address	1. Increase staff, pupil and family well-being and resilience as a result of the challenges of COVID-19 and lockdown. 2. Ensures staff and pupil's feel emotionally secure and are resilient ensuring good attendance. 3. Ensures effective and creative solutions to support pupils with high complex needs. 4. Improved language development and recall.
Projected spending	£13,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	1. Staff attendance rates affected by requirement to self-isolate. 2. Further lockdowns, lost learning, screen time overload 3. Pupils required to self-isolate	All staff trained in Google Classroom and use of MIS Arbor. Staff work from home via Google Classrooms. Planning and support for cover continues remotely. Online learning via Google Classroom or hard copies if cohorts of children are sent home.
Targeted support	Risk of Higher learning teaching assistants, teaching assistants or target teachers being needed for emergency cover	All work is planned by class teachers a week in advance.

	due to COVID related absence e.g. self-isolating staff.	Develop a culture of 'every moment matters' to ensure no TA, HLTA or TT time is lost that could be spent intervening with pupils. Timetabling is constantly reviewed.
Wider strategies	Well-being and resilience of staff Well-being and resilience of pupils and families	On -going counselling and support via Reach Psychology. Creation of self-care tool kit and solution focused strategies for staff. This in turns ensures support for pupils and families.